

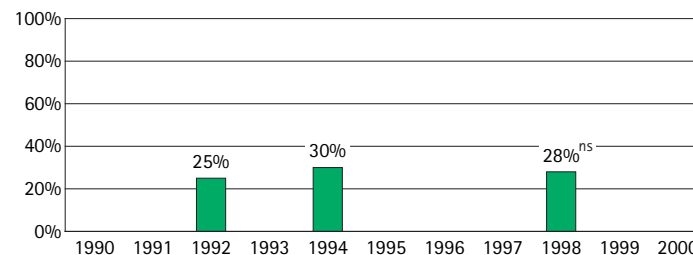
## 1. Improvement Over Time

Have North Carolina's 4th graders improved in reading achievement?

*Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.*

*The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.*

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



<sup>ns</sup> Interpret with caution. Change was not statistically significant.  
Reading performance will be tested again in 2002.

## 2. State Comparisons<sup>†</sup>

How did North Carolina compare with other states in 4th grade reading achievement in public schools in 1998?

**10 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

|                        |     |                             |     |
|------------------------|-----|-----------------------------|-----|
| Connecticut            | 46% | Maine, Minnesota            | 36% |
| New Hampshire          | 38% | Iowa                        | 35% |
| Massachusetts, Montana | 37% | Colorado, Kansas, Wisconsin | 34% |

**18 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

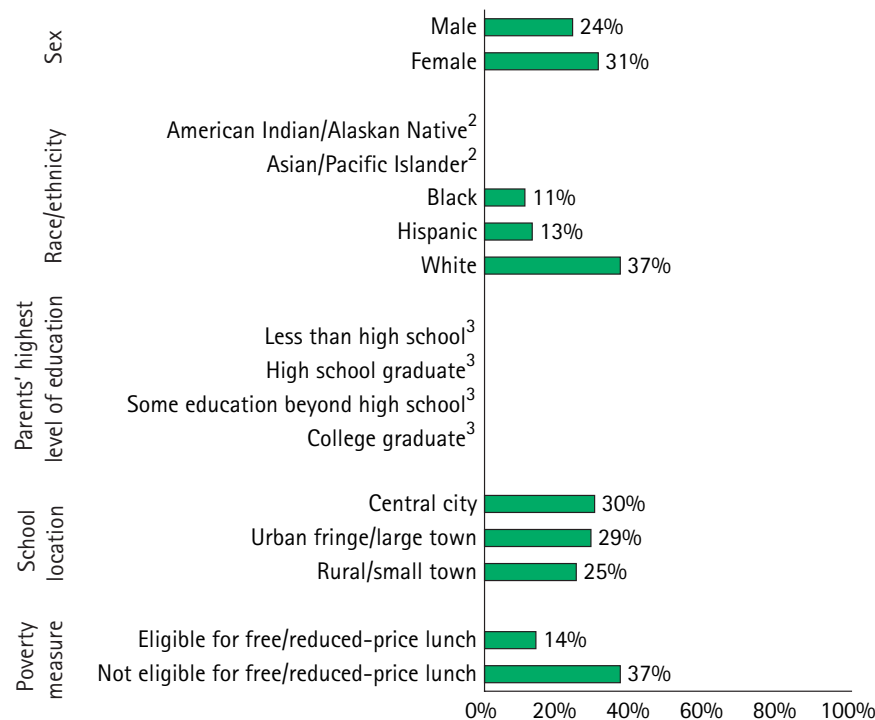
|  |     |  |            |      |  |
|--|-----|--|------------|------|--|
| Rhode Island   | 32% | <b>North Carolina</b> , Michigan, Oregon, <b>U.S.*</b> | <b>31%</b> | Utah |  |
| Oklahoma, Virginia, Wyoming  | 30% | Delaware, Tennessee                                    | 25%        |      |  |
| Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia | 29% | Alabama, Georgia                                       | 24%        |      |  |

**12 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

|                                     |     |                      |     |
|-------------------------------------|-----|----------------------|-----|
| Arkansas, Florida                   | 23% | Mississippi          | 18% |
| Arizona, New Mexico, South Carolina | 22% | Hawaii               | 17% |
| Nevada                              | 21% | District of Columbia | 10% |
| California                          | 20% | Virgin Islands       | 8%  |
| Louisiana                           | 19% |                      |     |

## 3. Subgroup Performance

What percentages of public school 4th graders in different subgroups<sup>1</sup> in North Carolina were at or above Proficient on the 1998 NAEP reading assessment?



<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 2-3.

\* Figure shown for the U.S. includes both public and nonpublic school data.

<sup>1</sup> Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

<sup>3</sup> No data reported for 4th graders by parents' highest level of education in 1998.

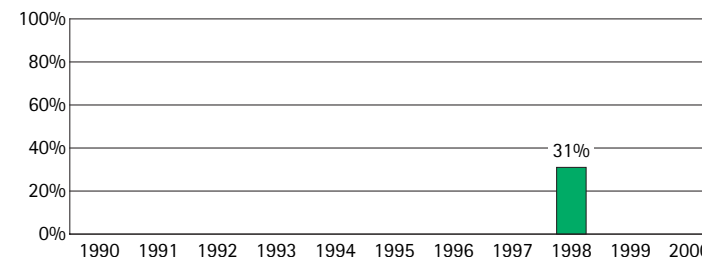
## 1. Improvement Over Time

Have North Carolina's 8th graders improved in reading achievement?

*In 1998, 31% of North Carolina's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.*

*The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.*

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

## 2. State Comparisons<sup>†</sup>

How did North Carolina compare with other states in 8th grade reading achievement in public schools in 1998?

**3 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

|                    |     |         |     |
|--------------------|-----|---------|-----|
| Connecticut, Maine | 42% | Montana | 38% |
|--------------------|-----|---------|-----|

**19 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

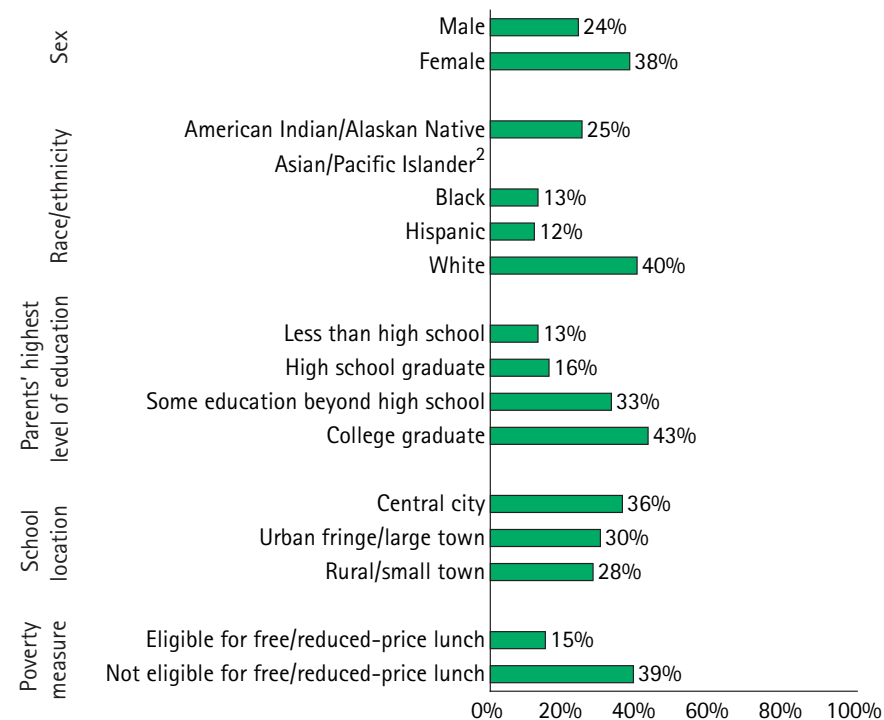
|  |            |  |            |
|--|------------|--|------------|
| Minnesota                                  | 37%        | <b>North Carolina</b> , Maryland, Utah | <b>31%</b> |
| Massachusetts                              | 36%        | Colorado, Rhode Island                 | 30%        |
| Kansas                                     | 35%        | Kentucky, Missouri, Oklahoma,          | 29%        |
| New York                                   | 34%        | Wyoming                                |            |
| <b>U.S.*</b> , Oregon, Virginia, Wisconsin | <b>33%</b> | Arizona, Texas                         | 28%        |
| Washington                                 | 32%        | West Virginia                          | 27%        |

**15 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

|                            |     |                      |     |
|----------------------------|-----|----------------------|-----|
| Tennessee                  | 26% | Alabama              | 21% |
| Delaware, Georgia          | 25% | Hawaii, Mississippi  | 19% |
| Nevada, New Mexico         | 24% | Louisiana            | 18% |
| Arkansas, Florida          | 23% | District of Columbia | 12% |
| California, South Carolina | 22% | Virgin Islands       | 10% |

## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in North Carolina were at or above Proficient on the 1998 NAEP reading assessment?



<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 2-3.

\* Figure shown for the U.S. includes both public and nonpublic school data.

<sup>1</sup> Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.